THE IMPLICATIONS OF IMPLEMENTING EXPERIENTIAL LEARNING AND LITERACY WORKING STATIONS IN ELEMENTARY CHILEAN CLASSROOMS

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Abstract

English has become one of the most spoken languages in the world. Consequently, Chile has incorporated English into its national educational curriculum as a subject to provide citizens with the proper skills to acquire a new language for the current competitive international setting. To accomplish this goal, Chile has implemented different educational programs; however, Chile has failed in providing English teachers with professional development that can provide them with new strategies and methods to teach English and engage students in their learning process. This paper intends to contribute with research on the benefits of implementing Experiential Learning in Chilean classrooms. It presents a web page that offers educators information on how to implement Experiential Learning, the importance of differentiation, and the relevance of working with small groups instruction to improve students' literacy skills.

Dedication

I dedicate this thesis to my father, Ricardo, who have been my constant support and inspiration as well as to my husband, Gino, who have found a way to push me through in spite of the challenges we encountered, to be my rock and my wall to stand tall, your presence is a cure… for me immediately.

Acknowledgements

I would like to express my gratitude to Dr. Michelle Plaisance, my advisor, for showing interest in my project and guiding me to complete this thesis and for allowing to finish this beautiful and enriching journey from my country.

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Chapter 1: Introduction

During my experience working in the US public school system, specifically in elementary bilingual programs, I had the opportunity to observe the variety of techniques and strategies that elementary teachers use to accomplish the goal of improving students' literacy skills. Among these strategies and methodologies used in the classroom, the incorporation of literacy-centered instruction or literacy stations caught my attention. Each center had a different literacy focus. Most of them incorporated hands-on activities and, even though a few centers were teacher-led, most students worked independently at each center. After working with this instructional framework, I noticed how engaged students are when they are working on each center and how their literacy abilities were improving as well as their independence, providing students with an active role in their learning process (Falk-Rose, 2008).

Furthermore, the experience in US classrooms showed how literacy centers helped students navigate and explore learning materials while developing reading, writing, listening, and oral skills (Diller, 2005, as cited in Bourgoin & Le Bouthillier, 2021). Another important aspect that I found while working with centers was the opportunity to work with flexible grouping, which "allows students to be called from centers based on their interests and needs, recognizing that as these needs change, the grouping arrangements change" (Tyner, 2009, as cited in Bates, 2013, p. 30).

The information and data gathered made me reflect on the strategies used to teach foreign language learners (EFLs) in Chile. To this day, Chilean classes are still teacher-focused, where

grammar structures and vocabulary are taught out of context and often supported by textbooks not connected to students' backgrounds or personal experiences. Therefore, incorporating experiential-task-based activities together with literacy centers or stations can renovate the current manner in which teachers teach English in Chilean elementary schools providing opportunities for learning through actions, experiences, exploration, and doing (Kolb, 1984). Another essential benefit that the experiential learning pedagogical approach could provide to Chilean classrooms is that it also inspires students to practice soft skills such as critical thinking, problem-solving, and decision making (Rahim et al., 2020). Incorporating activities focused on experience will substitute outdated activities that teachers in Chile still use. These activities do not provide a suitable environment for learning, mainly since Chile still works with teacher-centric classrooms where "students are neither encouraged nor trained to use strategies with more experiential orientation (Ali & Zaki, 2019, p. 213).”

Based on Chilean EFL classrooms' needs and struggles to support the acquisition of a foreign language, this project provides Chilean teachers with multiple resources and guidance to incorporate experiential-task-based activities into their classrooms gradually. The project consists of creating a website where teachers will have access to various activities together with lesson plans to support each activity. Teachers can navigate the website and find multiple resources to fit their current teaching situations and enrich their instruction.

The website is divided based on the students’ stages of literacy development adapted to Chilean EFL learners. Therefore, the focus of the activities found within the webpage is the development of vocabulary and reading skills through guided-reading activities. The concept of guided reading in Chilean classrooms is almost non-existed. Hence, it is crucial to equip Chilean teachers with the right resources to help them comprehend the benefits of incorporating guided

reading into students' English instruction. Teachers have "the opportunity to teach children the skills and comprehension strategies students need explicitly, thus facilitating the acquisition of reading proficiency" (Avalos et al., 2007, p. 318).

Consequently, this project contributes to new teaching perspectives for Chilean classrooms that can open the door to fresh learning experiences, up-to-date resources, and strategies that help make the transition to this new methodology manageable. Teachers can find everything needed to start implementing literacy centers in their classrooms, including step-by-step on how to start working with centers, adapt classrooms, prepare students to implement the strategy, games, songs, and more. Everything to provide an environment that can help students feel conformable and exciting to learn a new language.

Chapter 2: Literature Review

English has become one the most spoken language in the world, and it is "widely known as the major language of intercommunication, international commerce, diplomacy, advertisement, science and technology and so on." (Khoshsima & Shokri, 2016, p. 1085). Consequently, several countries, including Chile, have incorporated English in their national educational curriculum as a subject to "ensure citizens are equipped with English skills needed to be competitive in the international setting" (Baker, 2016, p. 24).

In Chile, the Ministry of Education (2004) incorporated the teaching of English as a foreign as a mandatory subject from fifth grade to the twelfth grade of high school in the national educational curriculum. Furthermore, due to the increment in Chile's involvement in international trading as well as free trade agreements, the Ministry of Education (2012) decided to modify the current national curriculum to incorporate English as a mandatory subject in elementary levels with the goal of "helping students communicate fluently in English to overcome the challenges of a globalized world" (Yilorm, 2016, p.104).

Regardless of the modifications made to the Chilean's national curriculum, to this day, it is possible to see a notorious gap between how English is taught in private schools compared to public school where teachers "focus their lessons on the instructional over the educational, thus limiting students to mere mechanical reproduction of content" (Yilorm, 2016, p. 104). Hence, the need to equip Chilean teachers with new methodologies and strategies to enrich and rebuild their teaching practices and redefine the role of teachers and students inside Chilean classrooms (Zilberstein, 2003).

This chapter reviews existing literature on different teaching methodologies focused on EFL learners as well as the use of experiential learning in EFL environments. Moreover, the research mentioned within this chapter analyzed the implications of using experiential strategies such as hands-on activities, small group instruction, and guided reading. Finally, this chapter discusses the benefits of incorporating experiential learning strategies in Chilean public classrooms as well as the challenges that teachers may encounter during the adaptation process.

EFL Language Teaching Methodologies, Approaches, And Strategies

According to Richards et al (2001), throughout the history of language teaching, there has been multiple discussions and research with the aim of finding the "correct" methodology and approach to teach a second or foreign language. As a result, a variety of approaches and methods surfaced, especially before and during the 1900s'. Among them, "The Grammar-Translation Method" the first used in foreign language settings and Chilean classrooms. Stern (1983) explained that the main characteristic of this method was to provide tools to understand literature to improve students' intellectual development. Thus, there was not a communicative focus or purpose.

Moreover, Richards et al. (2001) mentioned that this method did not consider listening or speaking as a focal point, vocabulary was taught isolated as well as grammar rules, and the instructions were given using students' native language, which did not allow interaction in the target language. However, the failures of the Grammar-Translation Method would lead to new approaches such as "The Direct Method." The Direct Method is also known as The Natural Method. The principal characteristic of this method was the exclusive use of the target language during instruction. Likewise, another central point within this method was the reproduction of

oral communication skills. To do so, students would work on everyday vocabulary, and most of what was expected from the class would be acted out and demonstrated through visual aids Celce-Murcia (1991).

"The Grammar-Translation Method" together with "The Direct Method" laid the foundations for new approaches and strategies, resulting in a wide variety of approaches and strategies used today to accomplish the goal of learning a second or foreign language (Richards et al. 2001). This thesis project centers its foundation in the "Experiential/Hands-On Learning Approach," which "has long been proclaimed by educators as a fundamental factor in setting children up to have a lifelong love of learning and to perform better academically" (Fletcher, 2020, December 12).

Experiential/ Hands-On Learning

Experiential/Hands-on learning has been described as "a philosophy and methodology in which educators purposefully engage with students in direct experience and focused reflection in order to increase knowledge, develop skills, and clarify values" (Association for Experiential Education, year, para. 2). This characteristic has made experiential learning a methodology widely used among language learner classrooms, across educational levels and subjects, mainly because it "challenges all learner domains holistically, rather than fragmenting the learning process into cognitive, affective, and psychomotor skill acquisition" (Knutson, 2003, p. 54). Likewise, Kolb (1984) stated that this methodology aims to provide students with tools to help them learn through exploration where "knowledge is created through the transformation of experience" (p. 38).

Under this premise, in order to provide an effective learning process, Kolb (1984, as cited in McLeod, 2017) described four-learning stages cycle, concrete experiences – feeling, reflective observation – watching, abstract conceptualization – thinking, and active experimentation – doing. These stages allow students to experience innovative activities that drift from traditional didactic methods promoting activities based on movement, team interactions, and task-based instruction (Hynes et al., 2011).

Consequently, the Experiential Learning in ESL/EFL settings presents itself as a relevant instrument in the classroom since "it encourages learners to develop the target language skills through the experience of working together on a specific task, rather than only examining discrete elements of the target language" (Fletcher, 2020, December 12). However, despite the benefits of experiential methods that promote inside English learners' classrooms, educators are still reluctant to incorporated them in their classrooms.

Primarily because it requires an extensive amount of time to be executed as well as time to prepare the classrooms for adequate atmosphere (Knutson, 2003), another aspect that generates hesitation among educators is how teachers are supposed to assess students' progress, since even though over the years, teachers have shifted their assessment toward qualitative, there are still educators who prefer to "teach to a test" (Hussin et al. 2000, p. 1). This perception is especially understood "when time is constrained, administrative support limited, and course outcomes primarily focused on the behavioral domain, teachers find it difficult to try to incorporate experiential teaching methods even if they believe in their value" (Knutson, 2003, p. 55).

Despite how demanding the implementation of experiential methods can be for educators, these methods provide a considerable number of activities focused on the student, allowing them

to be involved in their learning process and empowering shy students, increasing their responsibility and ownership (Wallerstein, 1983). Amongst the activities found within this method, it is possible to highlight research projects, cross-cultural experiences (field trips, dinner groups, on-site visits), role-play, show and tell, games, and small group activities (Safriani, 2015).

Small Group Instruction

As mentioned in the previous paragraph, small group instruction is considered a strategy used within the experiential learning method. By using this strategy, it is possible to differentiate students' learning process according to their interests as well as their educational needs and skills (Kelley, 2018). Differentiation, especially in English language learning classes, is critical since it "promotes high-level and powerful curriculum for all students, but varies the level of teacher support, task complexity, pacing, and avenues to learning based on students' readiness, interest, and learning profile" (Tomlinson, 2001, p. 25).

Moreover, small group instruction provides the opportunity to have flexible grouping where each group is not fixed; hence, students can be moved occasionally based on their progress (Bates, 2013). A manner in which small groups are implemented, especially among US classrooms where English is taught as a first or native language, is working with stations or literacy centers (Bourgoin & Le Bouthillier, 2021). According to Diller (2010), the benefit of literacy stations or rations enables students to explore and increase their literacy skills through exploration.

Likewise, students can develop and practice writing, reading, listening, oral skills as well as vocabulary using diverse activities since centers can be planned based on different goals and

needs such as topic or theme-based, interest centers, hands-on learning, writing center, or listening centers. Each station can be thought with the aim of providing students space to work independently (Gregory & Chapman, 2007). Thus, by using literacy centers, teachers are liberated from teacher-centered instruction, which allows educators to target students' individual needs, allowing time to identify areas in which students might be struggling which cannot be seen during teacher-center instruction (Kracl, 2012).

Despite the numerous advantages that centers can provide to ESL/EFL classrooms since literacy centers were designed as a first language learning framework, no factual data that supports this framework's use in second language acquisition settings (Bourgoin & Le Bouthillier, 2021). Hence the effectiveness can be questioned, especially considering the different learning processes L1 and L2 learners can undergo. In addition, elements such as classroom space, schedule issues, classroom management problems, and the number of students per classroom can be challenging factors when incorporating literacy centers in ESL/EFL classrooms.

Nevertheless, the experience students gain during literacy centers creates an engaging environment where students feel part of the learning process, and they have the opportunity to be exposed to different activities where "all students get to participate in literacy workstations for equal amounts of time with materials that are differentiated for students with varying needs" (Kracl, 2012, p. 201). Among the literacy options that can be implemented in ESL/EFL classrooms, guided reading is a component of a balanced literacy which provides the tools to differentiate based on students reading level (Avalos et al., 2007)

Guided-Reading

Guided reading is a literacy strategy used mainly during small group instruction, providing a differentiation opportunity to target each groups' specific reading aspects. During instruction time, students work with different literary texts according to students reading levels. "This approach to reading instruction provides teachers the opportunity to teach children the skills and comprehension strategies students need, thus facilitating the acquisition of reading proficiency" (Avalos et al., 2007, p. 318). Consequently, students are able to benefit from individualized instruction and active involvement within the lesson (Knox & Amador-Watson, 2002).

Concerning the teacher's role during guided reading instructions is to "provide the most effective instruction possible and to match the difficulty of the material with the student's current abilities" (Iaquinta, 2006, p. 414). Additionally, teachers monitor students' reading while providing strategies to decode words or sentences within the given texts. ESL/EFL students can benefit from this learning framework since it presents an innovative way to introduce a target language starting to the corresponding English level according to each student (Avalos et al., 2007).

Based on its advantages, guided reading could be a valuable asset to English language instruction; however, according to Avalos (et al., 2007), the guided reading framework should be modified for ESL/EFL students to target specific areas of language learners where students struggle the most. The modification is needed mainly because EFL/ESL learners are not equipped with the vocabulary and grammar structures needed to start reading as native speakers would (Knox & Amador-Watson, 2002) since English Language learners require more support and modeling in order to understand instructions and vocabulary.

One of the modifications needed to use guided reading with ESL/EFL learners is to use meaningful leveled books (Suits, 2003). When the text is meaningful and relates to previous experiences and students' background knowledge, students are more engaged with their learning process, and unfamiliar words are easy to decode and comprehend (Routman, 2000). Another relevant modification is the constant use of visual aids to support students' vocabulary acquisition (Sunshine, 1996). The learning setting needs to provide alternatives to help students understand unknown words such as flashcards, picture dictionaries, charts, and illustration posters.

By adapting the guided reading framework to ESL/EFL learning needs, students can overcome the challenges of learning a second or foreign language. "Using this modified instructional model, teachers are able to monitor ELLs' progress, meet their needs in order to facilitate literacy and language learning, and enable students to self-extend their reading and language proficiencies by building on what is known in their L1" (Avalos et al., 2007, p. 328).

Challenges of Incorporating Experiential Learning in Chilean Classrooms

After reviewing the information gathered related to the benefits and challenges of incorporating Experiential Learning into EFL/ESL classrooms, it is possible to see how Chilean classrooms could grow considerably by incorporating aspects of this learning framework into English instruction. Nevertheless, due to the drastic changes that can mean to educators' teaching practices, the main challenge is, in fact, Chilean educators. Yilorm (2016), stated that Chilean EFL teachers, working mainly in public schools, have fallen into old and outdated teaching approaches such as the Grammar-Translation Method. According to Yirlom (2016) the outdated teaching methodologies used in Chilean classrooms are reflected on:

> The passive internalization of content, mechanical reproduction, learning by heart concept, curricular criteria that do not meet the development needs of all students and/or the course group, the focus on the teaching process over the quality of learning, the teacher as possessor and transmitter of knowledge, unidirectional communication, books as practically exclusive sources of content, and insignificant educational materials. p. 107

As mentioned previously, teaching English is reduced to teaching grammar structures and isolated vocabulary, which does not help students become involved in their learning process or apply the acquired knowledge in real-life situations (Labarrere & Valdivia, 2002). Based on this information, the Ministry of Education in Chile (2015) decided to lunch different programs to promote professional development opportunities for public school teachers with the objective of enriching educators' practices; this program is called "Inglés Abre Puertas."

The program has helped teachers implement new methodologies and replace outdated approaches in public schools. To this day, there is still vast number of Chilean teachers who do not modernize their practices, but with support continuous and professional development, methodologies, such as small group instruction or guided reading, can be included in Chilean public classrooms. If public educators do not change their mindset, students will lose their willingness to learn and desire to expand their knowledge (Yirlom, 2016).

Chapter 3: Project Design

The purpose of this chapter is to explain the rationale behind creating a webpage with different experiential learning strategies and activities to provide Chilean English teachers with a variety of resources to implement in their current teaching setting, particularly in public schools. The webpage also intends to equip educators with lesson plans and ideas to prepare the classes to implement these activities. Everything included in the webpage was created with the goal of helping Chilean students to excel and develop English proficiency in a country where English is an important language but not yet exploited.

As mentioned previously, the focus of the material that will be created for the webpage will be on Experiential Learning activities such as hand-on activities based on the idea that those types of tasks "provide better opportunities for real communication. Students learn language by interacting communicatively and purposefully while engaged in the activities and tasks" (Richards, 2001, as cited in Fletcher, 2020, para. 20). Additionally, the webpage will provide alternatives to encourage educators to incorporate differentiation in their classrooms through small group instruction.

Small group instruction is one of the key elements within this project since each group activity can target students' interests as well as their academic needs making the learning process more engaging (Tyner, 2009). Furthermore, implementing English literacy working stations such as writing, vocabulary, word study, and reading to small group instruction allows students to be involved in collaborative work and tasks based on their necessities. Moreover, "teachers can then

plan for and adjust to variations in children's progress, as children are often at different points on the continuum of literacy development" (Bates, 2013, p. 30).

Among the different literacy working stations that can be done and the ones that will be explained on the web page, this project will pay special attention to reading, especially Guided-Reading. Guided reading, as Bates stated (2013), "is a component of a balanced literacy program providing differentiated, small group reading instruction to four to six students with similar strengths and instructional needs to heterogeneously grouped students" (p. 318). Within these stations, teachers can promote an active involvement among students since they have the opportunity to read simultaneously and individually while receiving constant feedback from their teachers (Bates, 2013).

The website intends to provide tools to implement Guided Reading in English classes in Chile, especially since these types of activities "meet the varying instructional needs of all the students in the classroom, enabling them to greatly expand their reading powers (Fountas & Pinnell, 2001, as cited in Iaquinta, 2006, p. 414). Additionally, it will also provide lesson plans to target all students' needs, together with strategies to help students develop different reading abilities such as "self-monitor, search for cues, discover new things about the text, check one source of information against another, confirm their reading, self-correct, and solve new words using multiple sources of information" (Iaquinta, 2006, p. 414).

As mentioned in previous chapters, this project considers the creation of a website that compiles resources to provide new ideas to Chilean English educators, an alternative to the current way in which English is being taught in Chile where "English lessons in public schools are focused on lexicon repetition and translation and the explicit use of grammar structures. In

addition, the human and cultural components of the learning-teaching process are not dialectically related in order to reach a common goal" (Yilorm, 2016, p. 103).

As mentioned previously, the resources available on the webpage will be focused on high-frequency words, vocabulary, writing, and reading, where Guided reading will be a crucial element to develop literacy among students. The activities will be used on working stations where students will be active protagonists in their learning process. This type of involvement includes “everyone in the group as students simultaneously read and receive support from the teacher and peers. In addition, reading, writing, speaking, and listening skills are im-implemented in a social environment by engaging in conversations before and after reading" (Avalos et al., 2007, p. 318).

Chapter 4: The Project

As mentioned in previous chapters, the aim of the presented project is the design of an educational website with the purpose of providing Chilean English teachers with new strategies and resources based on the Experiential Learning method to be implemented in Chilean classrooms. The webpage was thought to be as simple as possible to provide fast and easy access to resources to help educators launch working stations in their educational settings. The name of the webpage is Hands on Learning, and the web address is https://carolinaopazo.wixsite.com/handsonlearning

Figure 4.1

Within the homepage, educators will be able to see three extra links which provide information about what is Experiential Learning, together with information about implementing centers, and resources that will help teachers launch literacy working stations in their classrooms. The first tab is called “What is Experiential Learning?” (Figure 4.2). Here, teachers can find information about the benefits of implementing Experiential Learning in their language instruction.

Figure 4.2

The second tab, “Launching Centers” (Figures 4.3), focuses on the benefits of using small group stations during literacy instruction. Here, educators can read about different types of literacy centers organization to see which model can fit their classrooms.

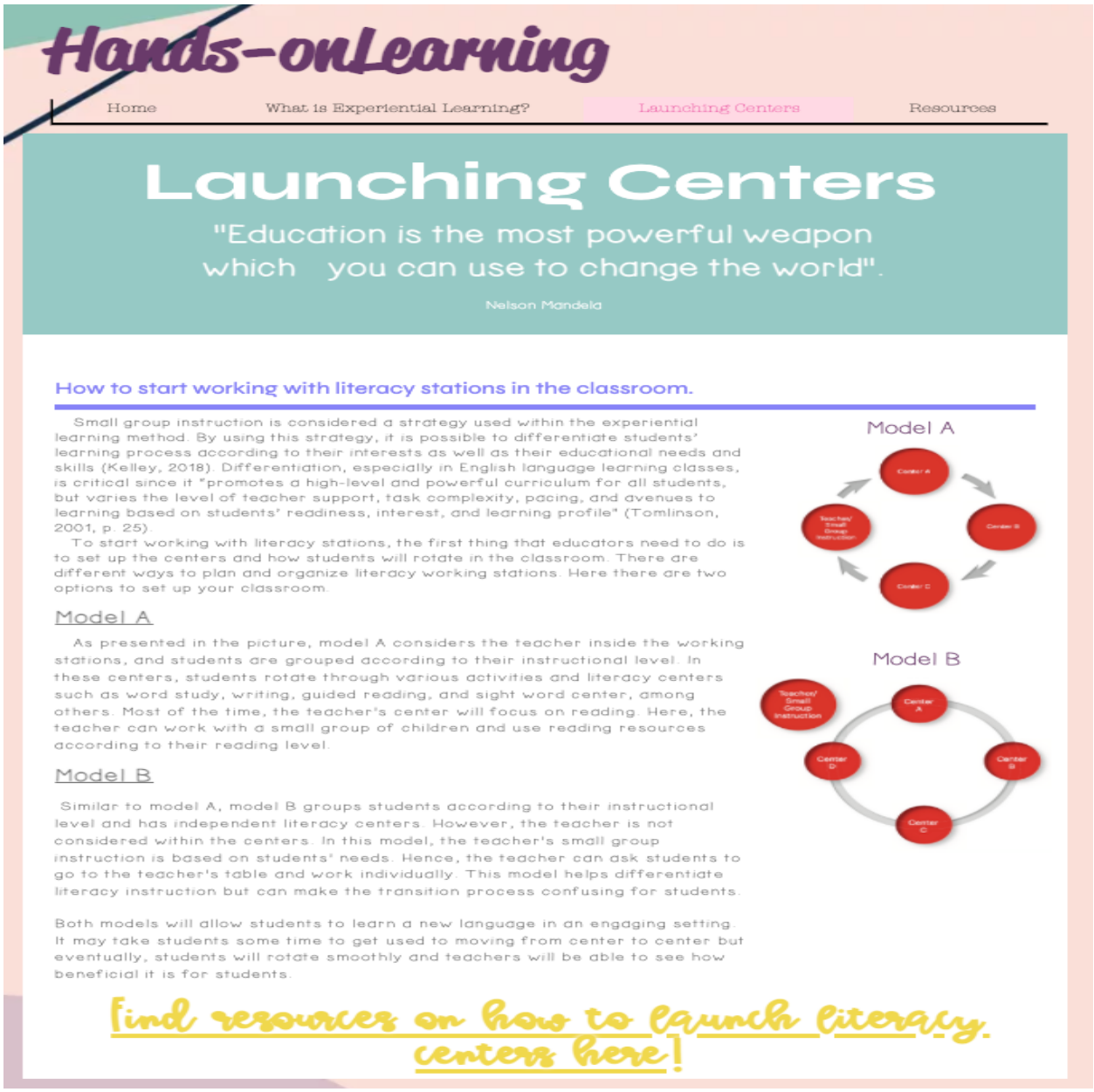


Figure 4.3

Additionally, teachers will find a link to a folder with information on how to launch literacy centers in their classroom. The presentation presents information such as how to set up the classroom by providing center models, literacy aspects that can be worked within the working stations, centers expectations, and ideas on how to organize children to work in centers.

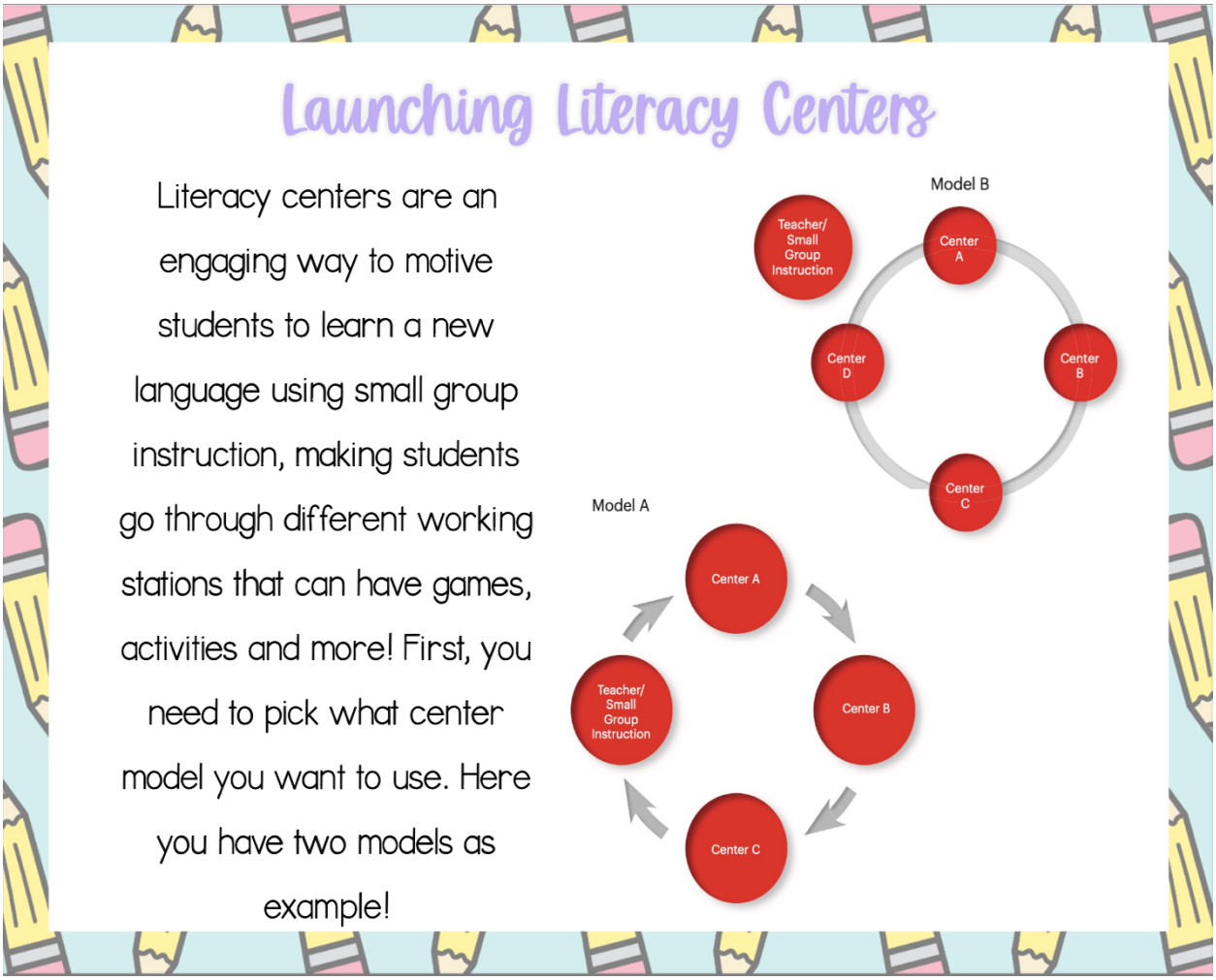


Figure 4.4

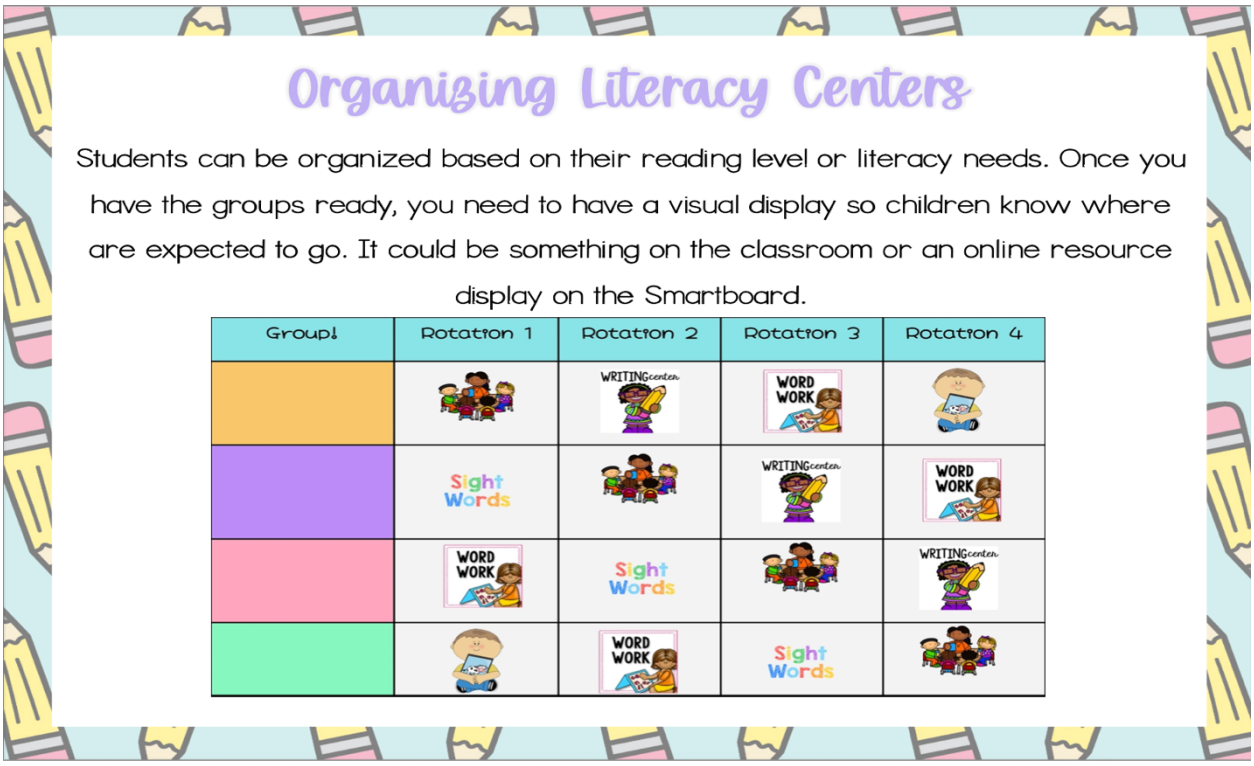


Figure 4.5

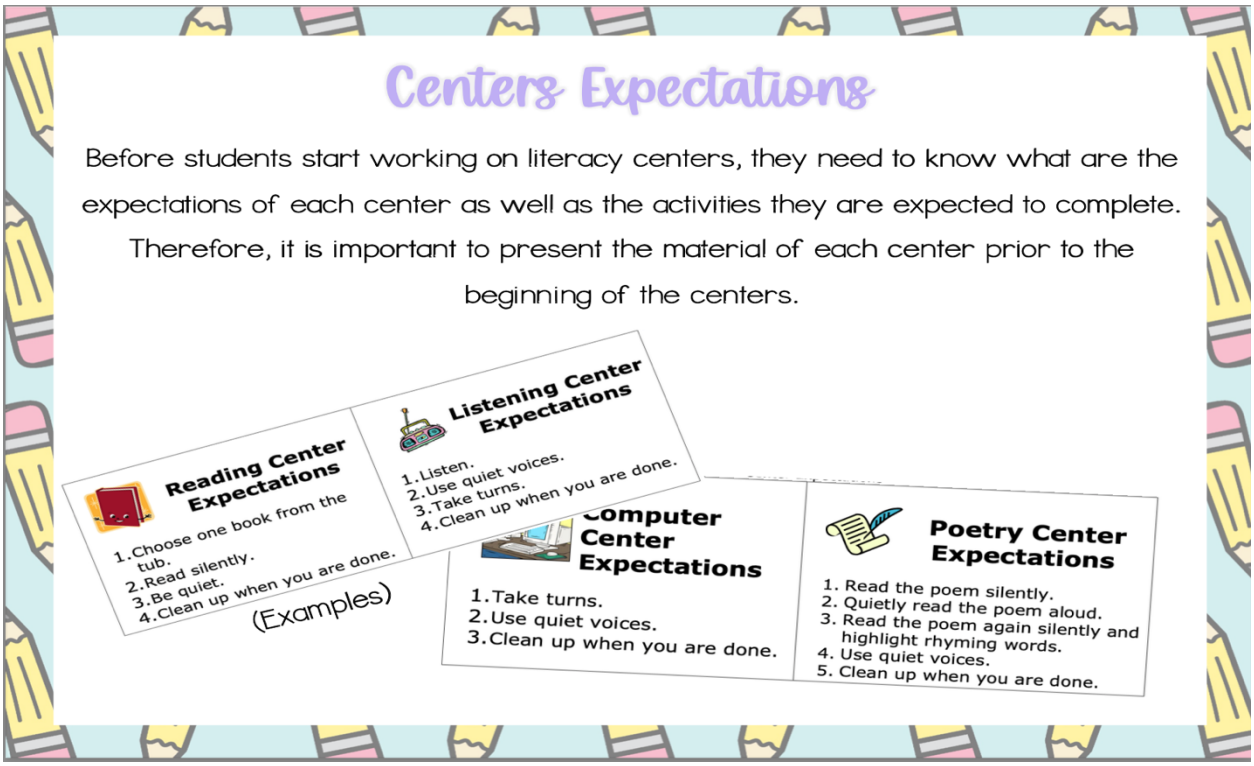


Figure 4.6

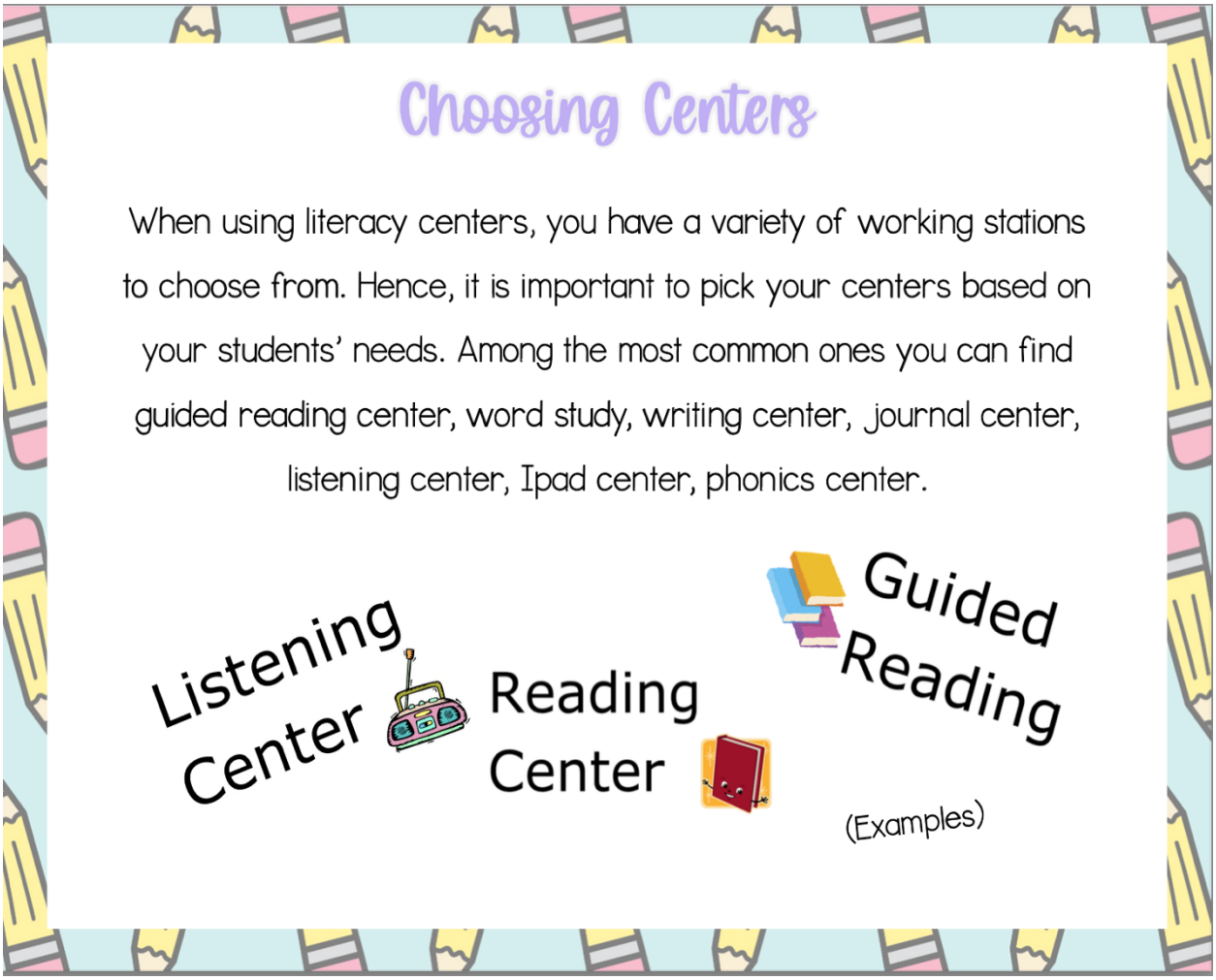


Figure 4.7

Moreover, withing this folder educators will be able to find lesson plan ideas to help them launching working stations in their classrooms. Based on how Chilean elementary educational curriculum is set, the lesson plans were created considering pedagogical three hours (135 minutes) a week assigned to literacy working stations. The lesson plans created cover up to four weeks of literacy centers activities.

LITERACY CENTERS LESSON PLANS 1ST GRADE

Week: _____

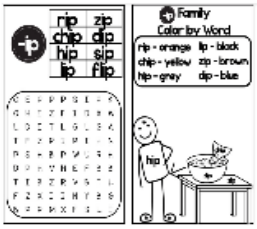
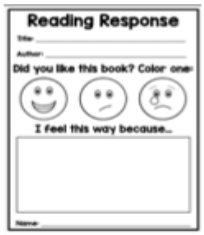
CENTER N°1 Guided Reading	Passages: 1. Level A 2. Level B Guided reading Lesson plan template Choose among the different reading passages and complete the GR lesson plan to work on the pre-reading, while reading, and post-reading.
CENTER N°2 Word Study Center	Students will work on a word Family activity, where sts' have to complete d different games with the Word family "I" 
CENTER N°3 Writing Center	Students will work on a writing labeling activity. Sts' can choose from a variety of labeling worksheets to work. Sts' have to label the pictures and color them. Encourage fast finishers to create sentences based on the picture using sentences strips.
CENTER N°4 Listening Center	Students will listen the story "Giraffes can't dance" Then, sts' will complete a worksheet activity where they have to give their opinion about the reading they listened. 

Figure 4.8

The third tab called “Resources” (Figure 4.4), was intended to provide educators access to a variety of resources to use and implement during center instruction. The tab has four links that lead to different folders. Each folder contains activities and games according to the area educators want to focus. The resources consider within this project were guided reading, sight words, writing, and phonics activities.

Figure 4.12

The guided reading folder, within the resources that educators can find, it also includes templates for lesson plans, templates for running records to keep a register of students reading level as well as the expectations for each reading level.

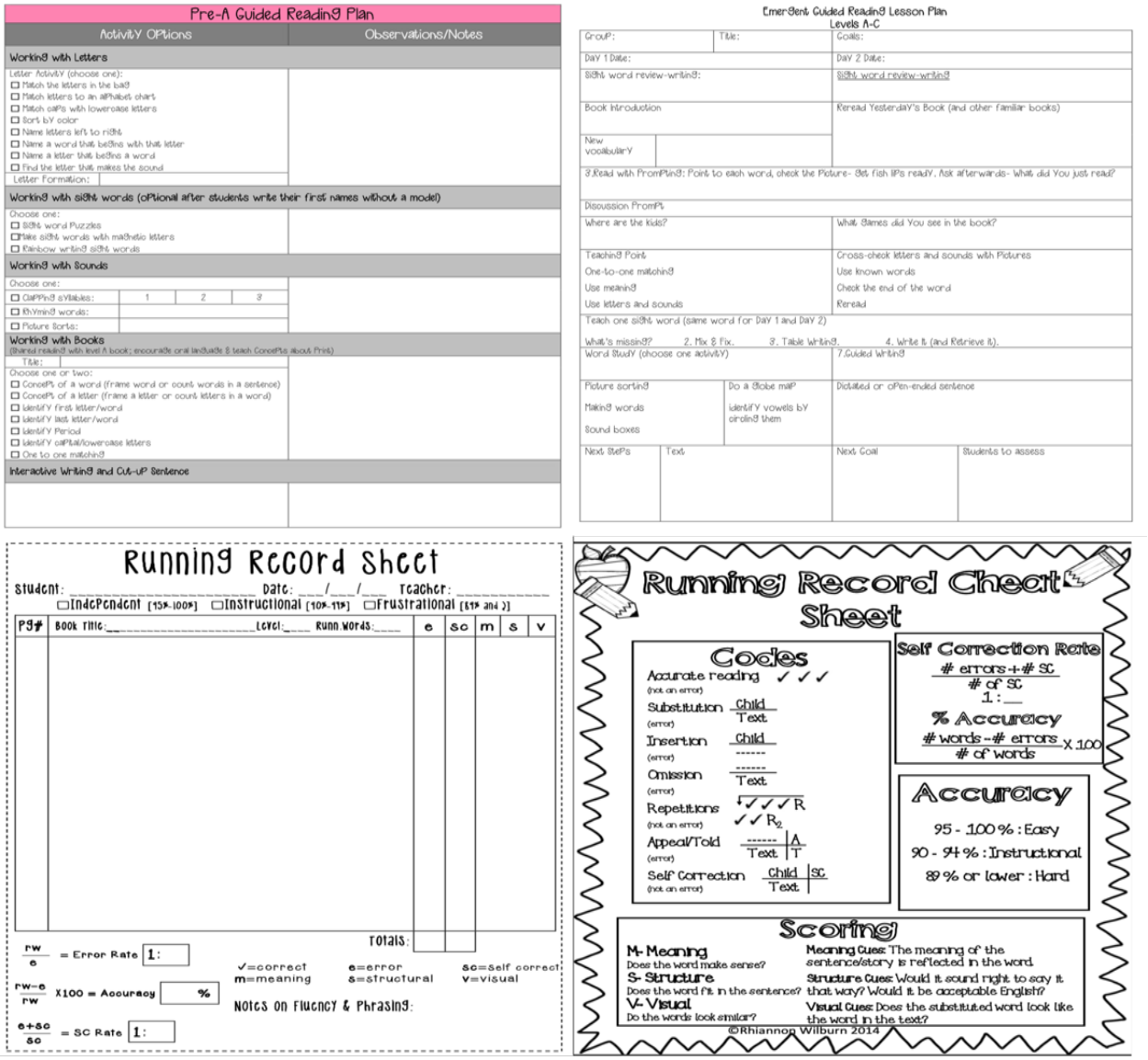


Figure 4.13

Due to the fact that the concept of guided reading it is not common in Chilean classrooms, the guided reading folder also provides teachers an induction on how to plan the guided reading center.

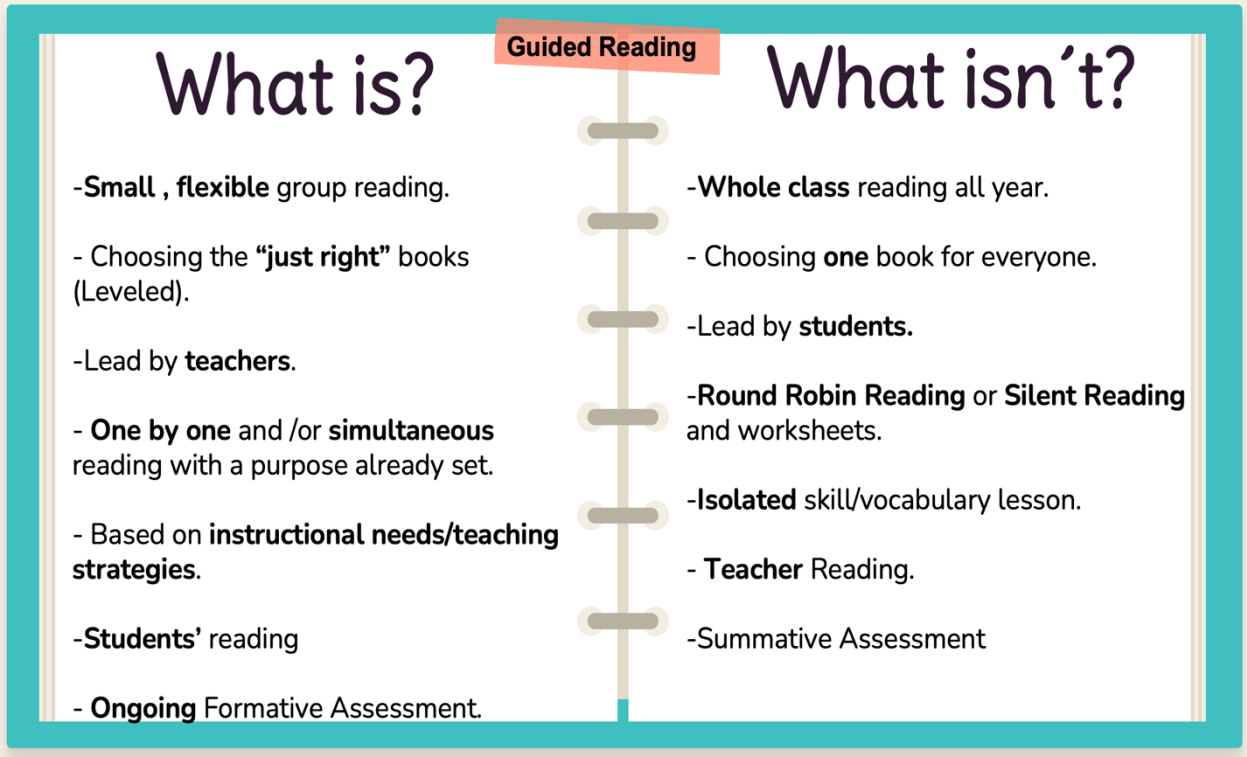


Figure 4.15

Finally, the guided reading folder also contains level reading passages which educators can use and assign according to students reading levels and needs. These resources are an excellent complement to support teachers during the first weeks of working with centers.

The phonics and the sight word folder contain resources to work phonetical awareness, CVC words with word families and sight words activities which help students acquire decodable vocabulary. These resources are great for emergent readers since it provides the opportunity to acquire decodable vocabulary. Overall, the resources found within the webpage have the goal of

providing a path for Chilean teachers to start launching literacy working stations in their classrooms.

Chapter Five: Conclusion

Teaching English as a foreign language can be a challenging task for teachers as well as for students, especially in countries where even though English is considered an essential tool for personal, academically, and professional growth, do not provide the adequate instruments to educators and students to achieve the goal of acquiring a new language. English language instruction in Chile is a subject that is in constant development, especially when it comes to its curriculum, teaching methods, and strategies used to teach it.

As mentioned in previous chapters, this is mainly since English is considered a foreign language in Chile, and its national curriculum was recently implemented. Additionally, the national curriculum is not viewed as a mandatory structure but more as a guide for schools and educators. Hence, public and private schools have different approaches when it comes to strategies used in the classroom and the weekly hours dedicated to English instructions.

During my time working in US public schools, I was able to experience how English teachers work during literacy instruction, the importance of small group instruction, literacy work stations, and differentiation to target students' struggles. During the first time of my experience, I wondered if it was possible to implement centers instruction in a non-native setting. Nevertheless, after a few months of working with this strategy, I was able to see the benefits and advantages that working with small groups and hands-on activities could bring.

All the information gathered during this period made me reflect on the need for new resources and strategies that Chilean teachers working in public schools have and the considerable gap between private and public schools' teaching practices. For all these reasons, I decided to create a website that granted access to new material, strategies, and information about the benefits of incorporating

Experiential Learning through hands-on learning stations and small group instruction to help educators to modernize their teaching practice

Likewise, the web page's information pretends to supply resources to help educators launch Experiential Learning activities in their classrooms and bridge the current gap between private and public school English instruction. Teachers can use the lesson plans given to work in their classrooms according to their students' needs or use the web page's templates to create their materials and classes.

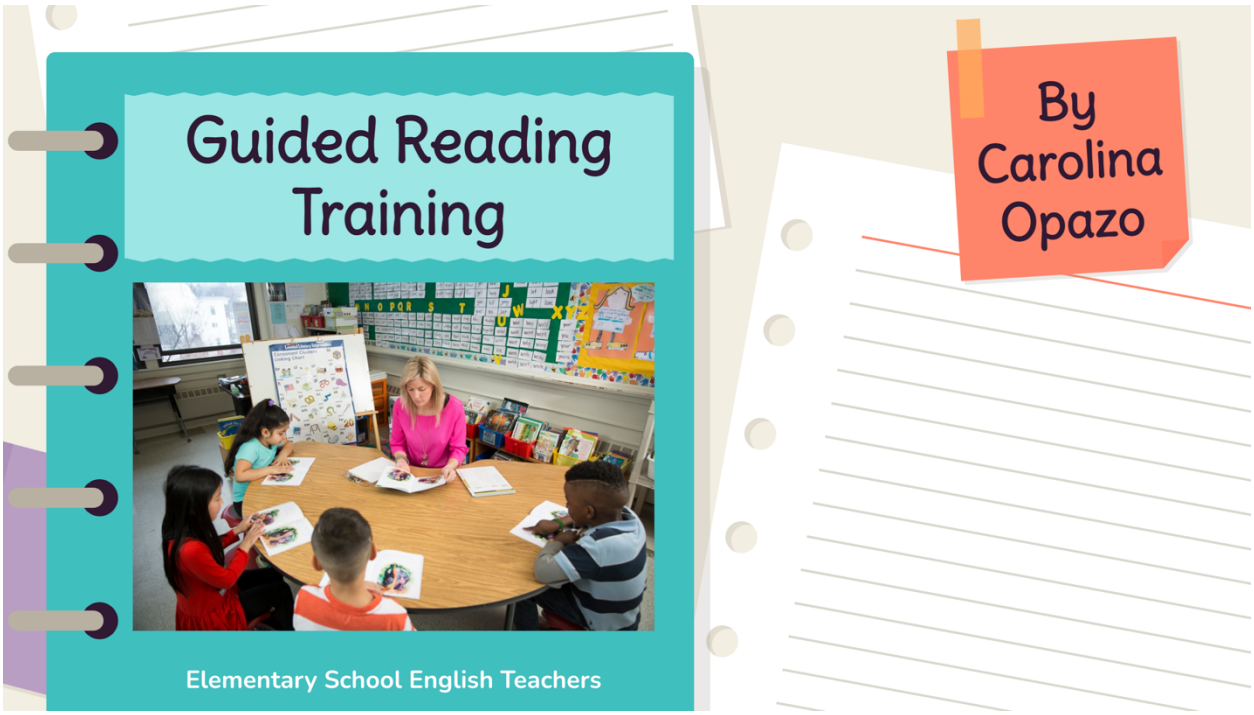
Throughout the thesis process, together with creating the website, I had the opportunity of exploring in more detail the elements surrounding Experiential Learning as well as small group instruction and guided reading and seeing the vast possibilities that these strategies can supply. It has been engrossing to learn more about these strategies and the reasoning behind their implementation in US classrooms, especially understanding why they are widely used during literacy instruction. Because of the data gathered for this project, I acquired new knowledge that was incorporated into this project and my current teaching practices.

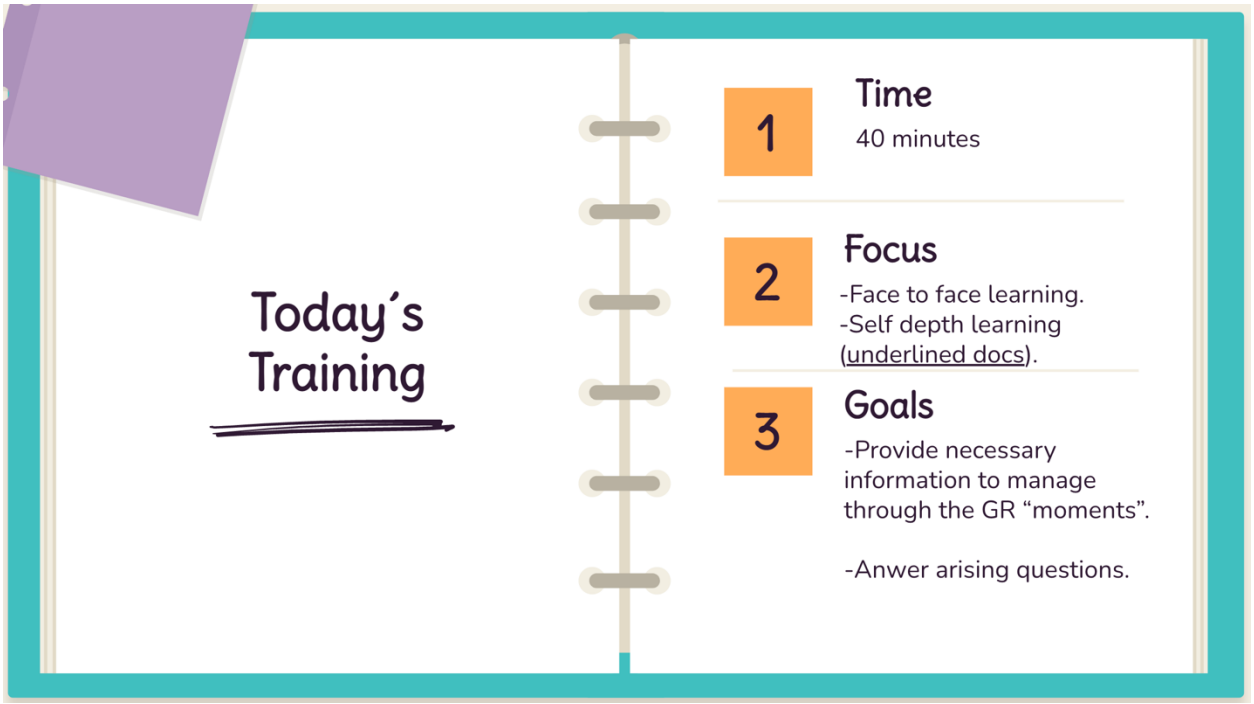
For this project to be successful, teachers who have to browse through the webpage and have started implementing or launching these strategies in their classroom should encourage other educators to learn about these activities and invite them to discover more about the subject. Another essential element to help this project succeed is to broadcast the existence of this web page to create a learning community that can share experiences and practices to bring awareness and attention to the benefits surrounding Experiential learning.

This project hopes to bring awareness focus to the importance of small group instruction and make public schools see its advantages, leading to schools proving professional development focus on the implementation of Experiential Learning activities in their classrooms.

Appendix

Appendix A: Slides





Guided Reading

What is?

-**Small , flexible** group reading.

- Choosing the **"just right"** books (Leveled).

-Lead by **teachers**.

- **One by one** and /or **simultaneous** reading with a purpose already set.

- Based on **instructional needs/teaching strategies**.

-**Students'** reading

- **Ongoing** Formative Assessment.

What isn't?

-**Whole class** reading all year.

- Choosing **one** book for everyone.

-Lead by **students.**

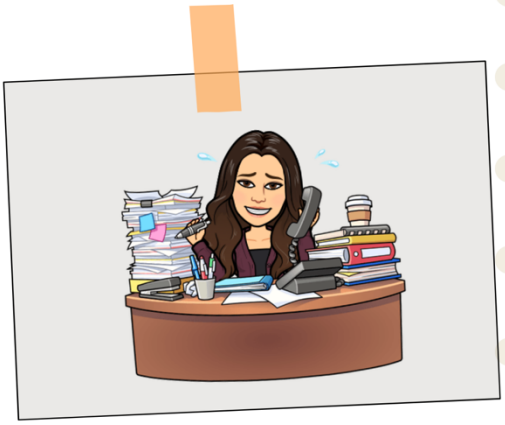
-**Round Robin Reading** or **Silent Reading** and worksheets.

-**Isolated** skill/vocabulary lesson.

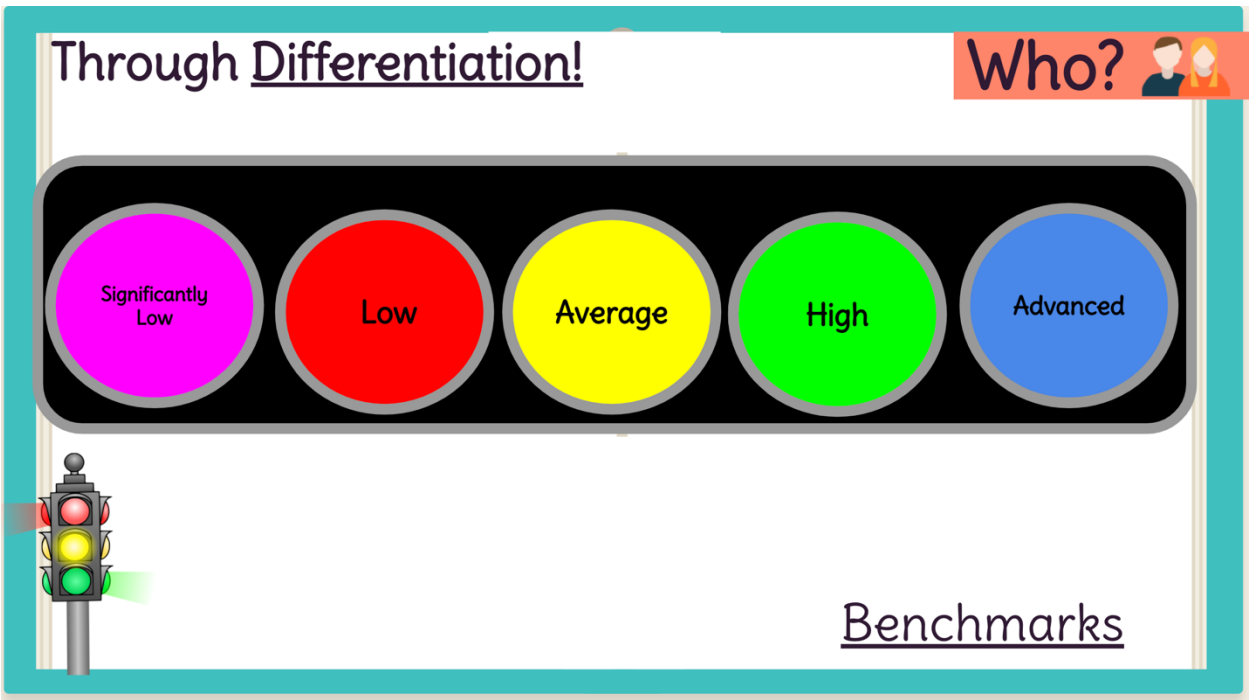
- **Teacher** Reading.

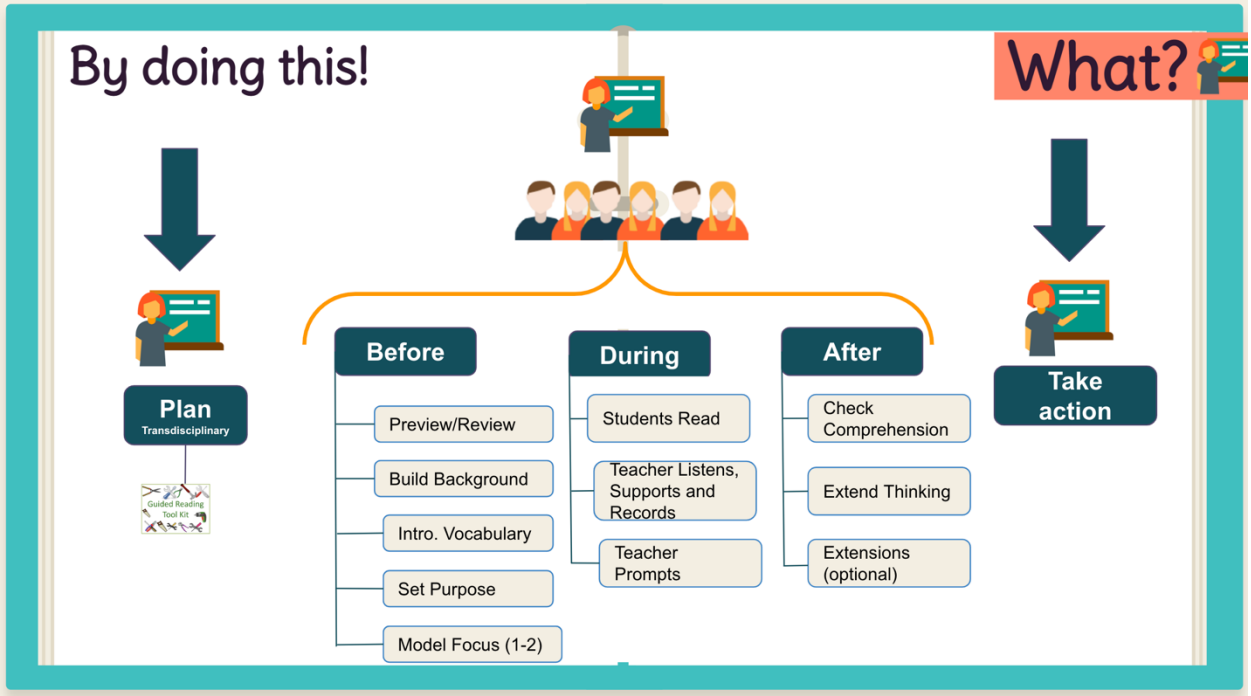
-Summative Assessment

There are many Reading Modes.Guided Reading is one of them.

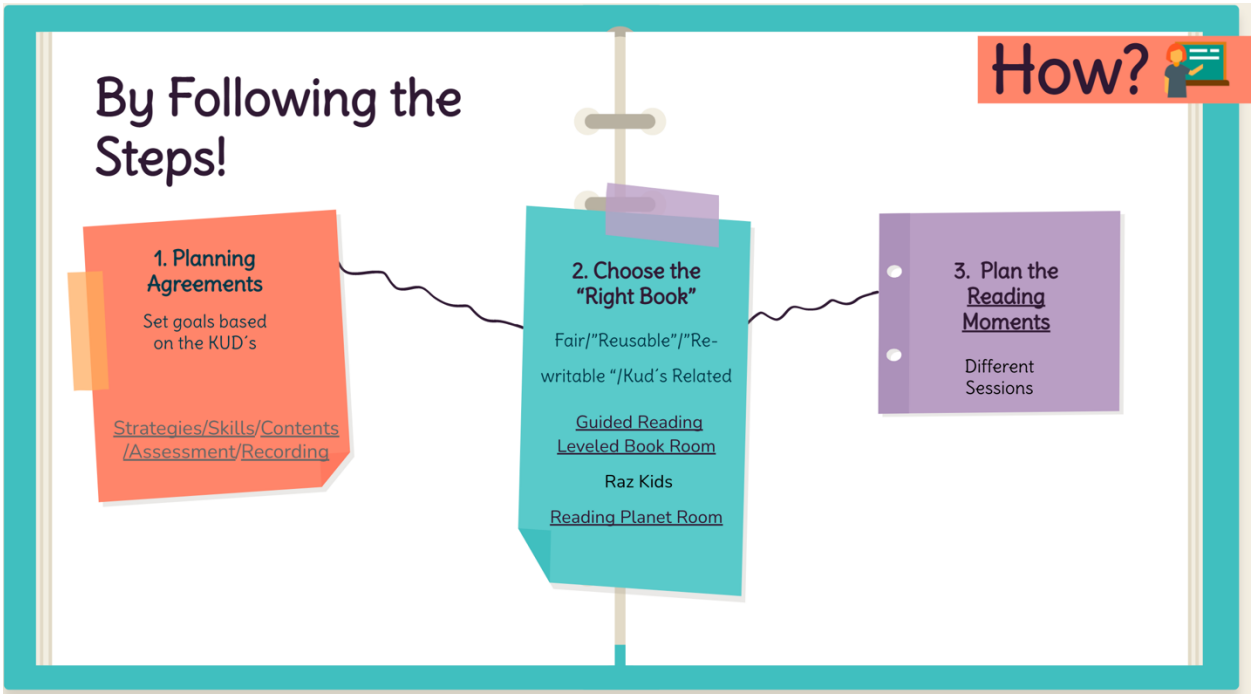


OK!, But How?!!

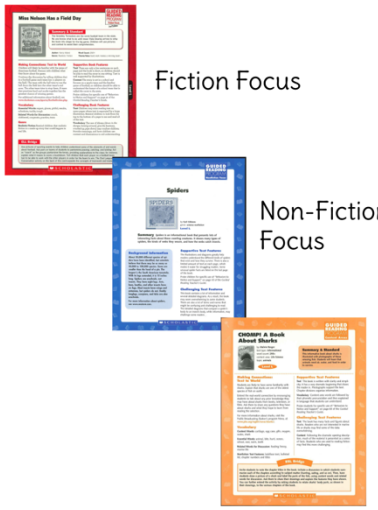

Through Differentiation!
Who?
Significantly Low
Low
Average
High
Advanced
Benchmarks


By doing this!
What?
Plan
Transdisciplinary
Guided Reading Tool Kit
Before
Preview/Review
Build Background
Intro. Vocabulary
Set Purpose
Model Focus (1-2)
During
Students Read
Teacher Listens, Supports and Records
Teacher Prompts
After
Check Comprehension
Extend Thinking
Extensions (optional)
Take action

Guided Reading
Tool Kit
THE first grade PARADE
CHUNKY MONKEY
of Room
back


By Following the Steps!
How?
1. Planning Agreements
Set goals based on the KUD´s
Strategies/Skills/Contents /Assessment/Recording
2. Choose the "Right Book"
Fair/"Reusable"/"Re-writable "/Kud´s Related
Guided Reading Leveled Book Room
Raz Kids
Reading Planet Room
3. Plan the Reading Moments
Different Sessions

Guided Reading Leveled Book Room



Fiction Focus

Non-Fiction Focus

Content Areas

back

Reading Moments Basics

Before

- Activate **Prior Knowledge/Review**.
- Examine **Text Type**.
- Make **Predictions** based on the Cover.
- Set **Purpose** of Reading.
- Review **Vocabulary / Phonics.**
- Introduce **Strategy**.

During

- Check **Comprehension**.
- Confirm **Predictions**.
- Develop **Fluency.**
- Record **Evidence.**
- Formative **Assessment**.
- Apply **Strategy**.

After

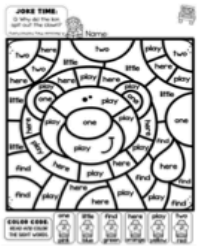
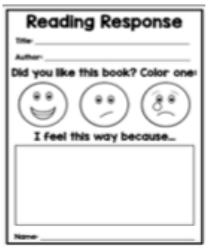
- Check **Comprehension**.
- Formative **Assessment**.
- Record **Evidence**.
- Apply/close **Strategy**.

back

Appendix B: Literacy centers model lesson plans and template

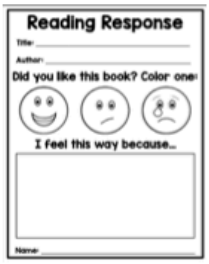
LITERACY CENTERS LESSON PLANS 1ST GRADE

Week: _____

CENTER N°1 Guided Reading	Passages: 1. Level A 2. Level B Guided reading Lesson plan template Choose among the different reading passages and complete the GR lesson plan to work on the pre-reading, while reading, and post-reading.
CENTER N°2 Word Study Center	Students will work on a Sight Word activity, where students have to color the image according to the sight word. 
CENTER N°3 Writing Center	Students look a different images and write a sentences according to what they see. Sts' will have to pick a writing paper
CENTER N°4 Listening Center	Students will listen the story "Should I Share My Ice Cream" Then, sts' will complete a worksheet activity where they have to give their opinion about the reading they listened. 

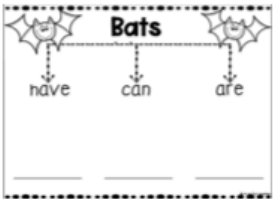
LITERACY CENTERS LESSON PLANS 1ST GRADE

Week: _____

CENTER N°1 Guided Reading	Passages: 1. Level A 2. Level B Guided reading Lesson plan template Choose among the different reading passages and complete the GR lesson plan to work on the pre-reading, while reading, and post-reading.
CENTER N°2 Word Study Center	Students will work on a word Family activity, where sts' have to complete d different games with the Word family "I"
CENTER N°3 Writing Center	Students will work on a writing labeling activity. Sts' can choose from a variety of labeling worksheets to work. Sts' have to label the pictures and color them. Encourage fast finishers to create sentences based on the picture using sentences strips.
CENTER N°4 Listening Center	Students will listen the story "Giraffes can't dance" Then, sts' will complete a worksheet activity where they have to give their opinion about the reading they listened. 

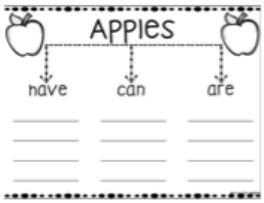
LITERACY CENTERS LESSON PLANS 1ST GRADE

Week: _____

CENTER N°1 Guided Reading	Passages: 1. Level A 2. Level B Guided reading Lesson plan template Choose among the different reading passages and complete the GR lesson plan to work on the pre-reading, while reading, and post-reading.
CENTER N°2 Word Study Center	Students will work on a Sight Word activity, where students have to color the image according to the sight word.
CENTER N°3 Writing Center	Students will work on a tree map writing activity where they will have to complete with information about bats. Next sts can create sentences using their tree map and draw A bat picture. 
CENTER N°4 Listening Center	Students will listen the story "Pete the Cat: Rocking In My School Shoes" Then, Sts' will complete an activity worksheet where they will have to draw different elements of the story.

LITERACY CENTERS LESSON PLANS 1ST GRADE

Week: _____

CENTER N°1 Guided Reading	Passages: 1. Level A 2. Level B Guided reading Lesson plan template Choose among the different reading passages and complete the GR lesson plan to work on the pre-reading, while reading, and post-reading.
CENTER N°2 Word Study Center	Students will play "Word Hunt" where they will walk around the room and write the words from the family word "A" they find in the corresponding place.
CENTER N°3 Writing Center	Students will work on a tree map writing activity where they will have to complete with information about apples. Next sts can create sentences using their tree map. 
CENTER N°4 Listening Center	Students will listen the story "Pete the Cat: Rocking In My School Shoes" Then, Sts' will complete an activity worksheet where they will have to draw different elements of the story.

Appendix B: Lesson plans templates

LITERACY CENTERS LESSON PLANS 1ST GRADE

Week: _____

CENTER N°1 Guided Reading	
CENTER N°2 Word Study Center	
CENTER N°3 Writing Center	
CENTER N°4 Listening Center	

Pre-A Guided Reading Plan

Activity Options	Observations/Notes
Working with Letters	
Letter Activity (choose one): ☐ Match the letters in the bag ☐ Match letters to an alphabet chart ☐ Match caps with lowercase letters ☐ Sort by color ☐ Name letters left to right ☐ Name a word that begins with that letter ☐ Name a letter that begins a word ☐ Find the letter that makes the sound	
Letter Formation:	
Working with sight words (optional after students write their first names without a model)	
Choose one: ☐ Sight word Puzzles ☐Make sight words with magnetic letters ☐ Rainbow writing sight words	
Working with Sounds	
Choose one:	
☐ Clapping syllables: 1 2 3	
☐ Rhyming words:	
☐ Picture Sorts:	
Working with Books (Shared reading with level A book; encourage oral language & teach concepts about print)	
Title:	
Choose one or two: ☐ Concept of a word (frame word or count words in a sentence) ☐ Concept of a letter (frame a letter or count letters in a word) ☐ Identify first letter/word ☐ Identify last letter/word ☐ Identify Period ☐ Identify capital/lowercase letters ☐ One to one matching	
Interactive Writing and Cut-up Sentence	

Emergent Guided Reading Lesson Plan
Levels A-C

Group:	Title:	Goals:	
Day 1 Date:		Day 2 Date:	
Sight word review-writing:		Sight word review-writing	
Book Introduction		Reread Yesterday's Book (and other familiar books)	
New vocabulary			
3.Read with Prompting: Point to each word, check the Picture- Get fish lips ready. Ask afterwards- What did You just read?			
Discussion Prompt			
Where are the kids?		What games did You see in the book?	
Teaching Point One-to-one matching Use meaning Use letters and sounds		Cross-check letters and sounds with Pictures Use known words Check the end of the word Reread	
Teach one sight word (same word for Day 1 and Day 2) What's missing? 2. Mix & Fix. 3. Table Writing. 4. Write It (and Retrieve it).			
Word Study (choose one activity)		7.Guided Writing	
Picture sorting Making words Sound boxes	Do a globe map identify vowels by circling them	Dictated or open-ended sentence	
Next Steps	Text	Next Goal	Students to assess

Appendix C: Guided reading expectations and information

Expected Behaviors by Reading Levels

Level A

- Understands familiar concepts in stories and illustrations
- Differentiates print from pictures
- Holds the book and turns pages from right to left
- Reads words from left to right
- Begins to match word by word, pointing with one finger under words
- Locates both known and new words
- Remembers and uses language patterns
- Relates the book to his/her experience

Level B

- Demonstrates control of left-to- right movement and returns sweep
- Begins to control word by word matching across two lines of text, pointing with one finger
- Notices and interprets detail in pictures
- Talks about ideas in the text
- Remembers and uses language patterns in text
- Uses knowledge of high frequency words to check on reading
- Uses word by word matching to check on reading
- Notices mismatches in meaning or language
- Uses visual information, such as the first letter of the word, to read known and new words
- Pays close attention to print
- Notices features of letters and words
- Begins to self-monitor, noticing mismatches in meaning or language
- Rereads to confirm or figure out new words

Level C

- Demonstrates control of left-to- right movement and returns sweep
- Begins to control word by word matching across two lines of text, pointing with one finger
- Notices and interprets detail in pictures
- Talks about ideas in the text
- Remembers and uses language patterns in text
- Uses knowledge of high frequency words to check on reading
- Uses word by word matching to check on reading
- Notices mismatches in meaning or language
- Uses visual information, such as the first letter of the word, to read known and new words
- Pays close attention to print
- Notices features of letters and words
- Begins to self-monitor, noticing mismatches in meaning or language
- Rereads to confirm or figure out new words

Level D

- Remembers language patterns and repeating events over longer stretches of text
- Self-corrects, using visual information
- Controls directionality and word by word matching with eyes, using finger only at points of difficulty
- Searches for understanding while reading
- Remembers details from the text and pictures
- Pays close attention to words and their structural features (for example, endings)
- Reads fluently, with phrasing
- Rereads to confirm or figure out new words
- Solves new words using knowledge of sound/letter relationships and word parts

Level E

- Tracks print with eyes except at points of difficulty
- Uses language syntax and meaning to read fluently, with phrasing
- Demonstrates awareness of punctuation by pausing, phrasing, and reading with inflection
- Rereads to self-monitor or self-correct phrasing and expression
- Recognizes many words quickly and automatically
- Figures out some longer words by taking them apart
- Relates texts to others previously read
- Reads for meaning but checks with the visual aspects of print (letters, sounds, words)
- Rereads to search for meaning and accuracy
- Remembers details and uses them to clarify meaning
- Demonstrates understanding by talking about text after reading

Level F

- Tracks print with eyes, using the finger only at points of difficulty
- Demonstrates awareness of punctuation by pausing, phrasing, and reading with infection
- Uses Syntax of written language to figure out new words and their meaning
- Uses Sound/letter relationships, word parts, and other visual information to figure out new words
- Uses know words to figure out new words
- Uses multiple sources of information to search and self-correct
- Figures out longer words while reading for meaning
- Rereads to figure out words, self-correct, or improve phrasing and expression
- Rereads to search for meaning
- Recognizes most words quickly and automatically
- Moves quickly through the text
- Reads fluently, with phrasing
- Talks about ideas in the text and relates them to his/her experiences and to other texts

Guided Reading Is All These Things At Once

Systematic	Big ideas follow the focus in Reader's Workshop. Everyone is practicing at a more individualized level what they have been practicing whole group.
Progressive	Students who are not yet on grade level will follow a planned progression to get them on grade level by the end of the year with lots of support along the way. Students already on grade level will still progress, but at a slower rate to work on digging deeper at their level.
Differentiated	Each group works on a book at their instructional level and teaching points are discussed/addressed after each informal running record.

How can I help my students in each group?

Early Emergent Readers Levels A-D	Make notes about words, spelling patterns & strategies students are struggling with- provide time for whole group teaching points the last 4-5 minutes. Refer to the list of games/activities to support these teaching points. At least once a week, share the pen in Shared Sentence Writing. Compose a sentence together about the story, then let students take turns writing the words, using proper spacing and handwriting. Encourage correct spelling of word wall words and solid sound spelling based on the phonics covered so far in the year. Students should copy the sentence correctly in their Reading Journal.
Emergent Readers Levels E-F	Record their learning and insights weekly in their journal through a Reader's Response format. Start digging deeper with questions. Infer frequently, ask "Why" questions, and have students use what they know about storytelling to make predictions.
Developing Readers Levels G-M	Ask thought-provoking questions in addition to basic comprehension questions. These readers need to slow down, think, and feel while they read. Give plenty of time for insightful reflection. Encourage them to create their own thought-provoking questions to ask each other.

Reading for Emergent Readers

Reading the Book	
Purpose	Engage students by connecting with background knowledge or with a topic currently studying. Set the purpose of reading this book: What do we hope to learn? Will we answer a question? Will we deepen our understanding about a topic? Will we relate to the characters or the problem in the story?
Before	Discuss cover and/or title and make predictions about the text. Discuss the structure of the text. If the text is non-fiction, explore/explain the text features they will see. Take a minute to introduce vocabulary, and introduce or reinforce comprehension strategies.
During	Listen to students as they read softly on their own Prompt as needed and offer specific praise to support developing strategies and skills. Choose one teaching point to focus on. Refer student to the part of the text in which they can apply this skill/strategy and allow a chance for them to try it successfully.
After	Discuss the story with the group to develop their understanding of text structures, common storytelling elements, and other themes throughout the book. Ask both text-dependent questions and open-ended questions. Encourage divergent responses and give students time to pose their own questions or discuss their personal responses to the story.
Word Work	
Group Practice	Practice reading and writing words or word parts, manipulate letters to create new words, etc. Stress the connections between similar words and spelling patterns that will help students decode more quickly.
Reader's Response	
Connection to Writing	Practice writing skills, connecting with what students know about reading. Ideas, sentences, and prompts should stem from the story read in the small group. Provide support as needed for each child., and prompt students to demonstrate the conventional writing standards they have learned so far.

Reading Strategies for Emergent Readers

Match 'Em Up	Have students match the picture cards to their word cards. For additional challenge, add in word cards that don't have pictures, or use two different sets together. You can just lay them out on the table or play a game of Concentration to match up the cards.	word cards with matching picture cards
Sound Sort	Using two or more sets of cards, have students match the picture cards with the headers.	two sets of picture cards
Word Sort	Using more than one set of cards, sort the words by their phonics/spelling pattern.	two or more sets of word cards
Super Sort	Use several sets of cards and sort them all!	several sets of word and picture cards
Sound Boxes	Select sound box cards for specific words or spelling patterns students are working on. Start with the cards that only add the targeted sound and then progress to the cards with all blanks. Choose magnet letters or dry erase markers to fill in the missing sounds.	sound box cards (either missing all the letters or only the targeted sound)
Onset/ Rime Foldables	Practice getting started with blends, etc. Use index cards and write the words, then fold them in half after the onset.	index cards & marker
I Can Top That!	Build and change words using Upwords tiles.	Upwords tiles & game board
Word Work Warmup	Practice writing three words they know how to read. *"Is that the way it looks in a book? Check it"*	student whiteboards
Sound Box Practice	Write/spell words using blank sound boxes on whiteboards or paper. *"Check it: Does it look right? Does it make sense?"*	sound box stamps & paper or student whiteboards

Reading Strategies for Emergent Readers

Mix It & Fix It	Give students only the magnet letters or letter tiles needed for specific words. Have them repeatedly mix up the letters and fix them to spell the word quickly.	magnet letters or letter tiles
Target Practice	Write the target word on a whiteboard. Review several times with students. Erase some letters (esp. at end of word). They will tell you how to finish the word. Pass out magnet letters for just this word. Have them Mix it and Fix it fast 3 times. Have students write the word on the table with their finger, then write it on their whiteboard.	teacher whiteboard & magnet letters & student whiteboards
Anchor Words	List two easy words at the top of a whiteboard, then list bigger words that use those sounds. (i.e. CAR] & SEE- star, keep, parking, steep, etc.)	teacher whiteboard
Word Connections	Have students write a simple word on their whiteboards (i.e. jump). See if they can use the small word to write bigger words (bumping, dumped, etc.).	student whiteboards
ABC Order	Have students put word cards in alphabetical order and record their work using a recording sheet or whiteboard.	word cards
Mystery Word	Write down the first two letters and see if students can guess the word. Add one letter at a time until they get it (use Word Banks, Challenge Words, or a sentence for context clues).	teacher whiteboard or magnet letters
Quick Change	Give two words from the word bank. See how many steps or transitions it takes to get from one word to the other (adding or subtracting one letter is one step).	magnet letters or student whiteboards

Reading Responses for Young Readers

Cut Apart Sentence	Compose and build a sentence together on a sentence strip- count words before writing and share the pen. Cut the sentence apart and let students rebuild the sentence and read it with a wand or pointer.
Interactive Writing	Use big paper folded in half to write one or two sentences. Kids help compose the sentence, then take turns writing words first on the practice section, then on the sentence side. Use word wall words and rhyming words to lead them to the correct spelling when possible. Keep prompting by asking, *"Does that look right? Is that how it would look in a book?"*
Guided Writing	Students write their own sentences on a folded paper (see above). Plan sentences first, loosely connect to the story but let students compose their own and make them personal. Give them LOTS of support while they write- use the practice section, work on spacing, etc. When finished, say, *"Let's check - what do good writers do? Did we do that? Check your writing!"* Find & Frame: (1 word, 2 words, 1 letter, 2 letters, a capital letter, etc.)
Collaborative Writing	On large chart paper, work as a group to create a paragraph. Create the topic sentence together, then have students each come up with a sentence to summarize a point from the book that supports the topic sentence.
Exit Tickets	Use Exit Tickets to have students quickly write about the main idea, problem/solution, cause/effect, main character traits, sequence of events, author's purpose, or connections made while reading. Have students glue these in their Reading Journal.
Fact Webs	After reading a nonfiction passage, have students complete a fact web of details or new learning. Train them to go back into the text for ideas and facts, but model for them how to paraphrase instead of copying.

Common Teaching Points for Young Readers

Stuck on a Word	*What Reading Strategy could help you? Which would you like to try? Do you know any words that remind you of this word? What would make sense in this sentence? If you weren't stuck on this word, what would you guess it was?*
Does that look right?	*Do you see those letters? Does that match the word you said? Run your finger under the word while you say it slowly. Does it match? Does it look right?*
Does that sound right?	*Read that sentence again. Does that sound right? Is that what you would say if you were talking? Which word sounds funny? Let's take a closer look.*
Does that make sense?	*Does that make sense? What is the author talking about in this part? What word doesn't make sense? What would make more sense here?*
Reread for Understanding	*Let's stop for a moment. What has happened in the story so far? What just happened on this page? How is the character feeling right now? We might need to go back and reread this part.*
Fluent Reading	*When we read, our voices should sound like we are talking. Let's practice rereading this page (section, etc.) to see if you can sound like you are talking. What did this sentence say? Look at me and repeat the sentence like you are just saying the sentence to me, not reading it. Do you hear the difference? Let's try reading it like that now.*
Stopping at Punctuation	*It is important to stop at punctuation when we read. End marks like periods, exclamation points, and question marks make us come to a full stop, just like a stop sign or a red light. Commas make us pause or take a breath before reading on. Let's go back and reread this page making sure to stop at the punctuation.*
Reading with Expression	*You know how to read fluently, but did you know that good readers read with expression? That means that they emphasize certain words to make a point. They also give different characters different voices. Let's go back and reread this page using expression.*

Running Record Sheet

Student: _____ Date: ___/___/___ Teacher: _____

☐Independent [95%-100%] ☐Instructional [90%-94%] ☐Frustrational [89% and ↓]

Pg#	Book Title:_____Level:____ Runn.Words:____	e	sc	m	s	v
		Totals:				

$\frac{rw}{e}$ = Error Rate 1:

$\frac{rw-e}{rw}$ X100 = Accuracy %

$\frac{e+sc}{sc}$ = SC Rate 1:

✓=correct e=error sc=self correct
m=meaning s=structural v=visual

Notes on Fluency & Phrasing:

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